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ABSTRACT

The Bilingual Individualized Instructional Management System operated in one Detroit (Michigan) public school. Materials and assistance were also offered to one parochial school. The approach employed a comprehensive and individualized learning system to provide concentrated instruction to 150 children in grades Kindergarten through five who were experiencing learning difficulties as a result of their limited ability to speak English. The children in grades one through five spent half their time in bilingual classes and half in a class with an English speaking teacher. The instructional system allowed each child to work at his/her own pace. Additional program components included inservice teacher education and parent outreach programs. A performance evaluation indicated that nine of the 14 program objectives were achieved during the 1978-1979 school year. Those objectives which were not met evidenced progress toward achievement. Relevant data and testing instruments are appended. (Author/MK)

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**FINAL EVALUATION REPORT ON
DETROIT'S BILINGUAL INDIVIDUALIZED
INSTRUCTIONAL MANAGEMENT SYSTEM PROJECT**

1978 - 1979

Funded Under ESEA Title VII

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INTRODUCTION

Detroit's Bilingual Individualized Instructional Management System Project for the 1978-79 school year was a continuation of the individualized approach begun during the 1975-76 school year. This approach employed a comprehensive and individualized learning system to provide concentrated instruction to children experiencing learning difficulties as a result of their limited ability to speak the English language in grades kindergarten through five. The project operated a program of bilingual instruction at the Webster Elementary School and offered materials and assistance in the areas of culture and heritage to students at Holy Redeemer, a nearby non-public school. The instructional program at Webster School utilized a bilingual teacher and a bilingual paraprofessional in each of the grades. Bilingual teachers were paid by both state and local funds. Bilingual paraprofessionals were paid by E.S.E.A. Title VII. Each teacher had two groups of students. Each of these groups spent half a day with the bilingual teacher and paraprofessional. Most of the approximately one hundred fifty (150) children were of limited English speaking ability, but there were also some children participating in the project who were bilingual or English dominant. They were admitted at their parents' request and in keeping with the philosophy that children in bilingual classrooms should not be isolated from their peers.

The children in grades 1 through 5 spent half of their school time in a bilingual homeroom. Grades 1 and 2 pupils received their basic education in their home language, moving into English as their proficiency increased. They studied phonics and other reading activities, learned to write and to work with numerical concepts. Instruction was conducted in both English and Spanish. These children returned to their conference room with an English speaking teacher for the remainder of the day. Pupils in grades 3, 4 and 5 studied mathematics and English reading using the high intensity individualized learning system, as well as Spanish reading in their bilingual homerooms.

During the remainder of the day students in grades 3, 4, and 5 traveled with their regular class to special subjects. These children, along with their fellow students, had the benefit of instruction in culture and heritage through their social studies class. Students at Holy Redeemer also benefited from the infusion of culture and heritage lessons into their curriculum.

The high intensity individualized learning system provided a classroom management model which allowed each student to progress at his/her own rate and to use a wide variety of materials. This individualized learning environment could not have been implemented using conventional classroom management techniques.

OBJECTIVE 1: Fifty percent of the participants in grades 1-5 will gain at least one month in reading skills for each month of program participation.

Evaluation Design

Type : Pretest - Posttest (No Control Group)

Dates : Pretest: April, 1978 (Grades 4 & 5), November, 1978
(Grades 1-3)
Posttest: April, 1979.

Technique: All project participants in grades 1-5 having pre- and posttest scores were included in the analysis. For grades 4 and 5, 10 months growth was expected; for grades 1, 2 and 3, 5 months growth was expected.

Instruments: California Achievement Test, Levels 11 and 12, for grades 1 and 2
Iowa Tests of Basic Skills, Levels 9-11, for grades 3, 4 & 5

Problems : No problems were encountered.

Evaluation Results

Criterion: Fifty percent of the participants in grades 1-5 will gain at least one month in reading for each month of program participation.

Results : Forty-six percent of the participants gained at least one month in reading for each month of program participation.
This objective was not achieved.

Data : Table 1 indicates the mean pre- and posttest scores as well as the mean gains in reading for project participants by grade.
Table 2 indicates the number and percent of students meeting the criterion by grade.
Results of achievement testing conducted in Spanish may be found in Appendix D.

TABLE 1

Means and Standard Deviations for Pre- and Posttest Measures
and Mean Gain Scores in Reading by Grade
in Grade Equivalent Units

Grade	No. of Students*	Pretest		Posttest		Mean Gain
		X	SD	X	SD	
1	18	1.7	0.3	1.7	0.2	0.0
2	13	1.2	0.6	1.8	0.6	0.6
3	10	2.5	0.5	2.9	0.6	0.4
4	16	2.9	0.7	3.8	0.8	0.9
5	19	3.3	0.9	4.7	0.8	1.4

*Only students having both pre- and posttest scores were included.

TABLE 2

Number and Percent of Students Gaining One Month in
Reading Skills for Each Month of
Program Participation

Grade	Number of Pre- Posttest Matches	Students Achieving Objective	
		Number	Percent
1	18	1	5.6
2	13	6	46.2
3	10	6	60.0
4	16	8	50.0
5	19	14	73.7
Totals	76	35	46.1

Conclusions: Students in grades 3, 4 and 5 achieved the objective. Grade 2 students were very close. Grade 1 results were very poor with mean gains of 0.

OBJECTIVE 2: Fifty percent of the participants in grades 1-5 will gain at least one month in mathematics skills for each month of program participation.

Evaluation Design

Type : Pretest - Posttest (No Control Group)

Dates : Pretest: April, 1978 (Grades 4 & 5), November, 1978
(Grades 1-3)

Posttest: April, 1979

Technique : All project participants in grades 1-5 having pre- and posttest scores were included in the analysis. For grades 4 and 5, 10 months growth was expected; for grades 1, 2 and 3, 5 months growth was expected.

Instruments: California Achievement Test, Levels 11 and 12 for grades 1 and 2

Iowa Tests of Basic Skills, Levels 9-11, for grades 3, 4 and 5

Problems : No problems were encountered.

Evaluation Results

Criterion : Fifty percent of the participants in grades 1-5 will gain at least one month in mathematics skills for each month of program participation.

Results : Almost eighty-four percent of the participants gained at least one month in mathematics skills for each month of program participation.

This objective was achieved.

Data : Table 3 indicates the mean pre- and posttest scores as well as the mean gains in mathematics for project participants by grade.

Table 4 indicates the number and percent of students meeting the criterion by grade.

TABLE 3

Means and Standard Deviations for Pre- and Posttest Measures
and Mean Gain Scores in Mathematics by Grade
in Grade Equivalent Units

Grade	No. of Students	Pretest		Posttest		Mean Gain
		X	SD	X	SD	
1	18	1.7	0.2	2.5	0.5	0.8
2	12	1.5	0.4	2.7	0.5	1.2
3	10	2.5	0.5	3.6	0.7	1.1
4	15	3.3	0.7	4.6	0.8	1.3
5	18	3.7	0.8	5.6	0.8	1.9

*Only students having both pre- and posttest scores were included.

TABLE 4

Number and Percent of Students Gaining One Month in
Mathematics Skills for Each Month of
Program Participation

Grade	Number of Pre- Posttest Matches	Students Achieving Objective	
		Number	Percent
1	18	13	72.2
2	13	11	84.6
3	10	9	90.0
4	15	12	80.0
5	18	17	94.4
Totals	74	62	83.8

Conclusions: Students in all grades exceeded the criterion with overwhelming success. This indicates that the project's approach to mathematics is working.

OBJECTIVE 3: Eighty percent of the project participants in grades 3-5 will master eighty percent of the reading performance objectives prescribed for them.

Evaluation Design

Type : Posttest only (No Comparison Group)

Technique : Teachers list the names of students meeting or exceeding the criterion and of those not meeting the criterion in January and in June, 1978.

The percent of students meeting or exceeding the criterion is computed.

Instruments: Each student keeps a copy of a Student Record Book which duplicates the numbers and prescriptions listed in the Catalog of Instructional Objectives and Prescriptions. The teacher marks objectives mastered by the student.

Problems : No problems were encountered.

Evaluation Results

Criterion : Eighty percent of the project participants in grades 3-5 will master eighty percent of the reading performance objectives prescribed for them.

Results : Over eighty-eight percent of the participants mastered eighty percent of the reading performance objectives prescribed for them.

This objective was achieved.

Data : Table 5 indicates the number and percent of participants mastering eighty percent of the reading performance objectives prescribed for them by grade.

TABLE 5

Number and Percent of Participants Mastering
Eighty Percent of the Reading Objectives
Prescribed for Them By Grade

Grade	Number Enrolled	Participants	
		Mastering 80% of Reading Objectives	
		Number	Percent
3	22	20	90.9
4	21	19	90.5
5	27	23	85.2
Total	70	62	88.6

Conclusions: The high student achievement of this objective indicates that the individualized teaching/learning environment is effective with students of limited English proficiency.

OBJECTIVE 4: Eighty percent of the project participants in grades 3-5 will master eighty percent of the mathematics performance objectives individually prescribed for them.

Evaluation Design

Type : Posttest only. (No Comparison Group)

Technique : Teachers list the names of students meeting or exceeding the criterion and of those not meeting the criterion in January and in June, 1978.

The percent of students meeting or exceeding the criterion is computed.

Instruments : Each student keeps a copy of a Student Record Book which duplicates the numbers and prescriptions listed in the Catalog of Instructional Objectives and Prescriptions. The teacher marks objectives mastered by the student.

Problem : No problems were encountered.

Evaluation Results

- Criterion : Eighty percent of the project participants in grades 3-5 will master eighty percent of the mathematics performance objectives individually prescribed for them.
- Results : Over eighty-six percent of the participants mastered eighty percent of the mathematics performance objectives prescribed for them.
- This objective was achieved.
- Data : Table 6 indicates the number and percent of participants mastering eighty percent of the mathematics performance objectives prescribed for them by grade.

TABLE 6

Number and Percent of Participants Mastering
Eighty Percent of the Mathematics Objectives
Prescribed for Them by Grade

Grade	Participants		
	Number Enrolled	Mastering 80% of Mathematics Objectives	
		Number	Percent
3	25	22	88.0
4	24	20	83.3
5	27	24	88.9
Totals	76	66	86.8

Conclusions: The high student achievement of this objective indicates that the individualized teaching/learning environment is effective with students of limited English proficiency.

OBJECTIVE 5: Seventy percent of grades 1-5 pupils will demonstrate a knowledge of Latin American and other cultures by achieving a mean score of at least eighty percent on teacher-made cultural tests.

Evaluation Design

Technique : Teacher-made culture tests were administered at intervals throughout the project year.

For each student, the mean percent score on the six tests was computed and the number and percent of students scoring eighty percent or above was tabulated.

Instruments: Teacher-made objective referenced tests were used. Copies may be found in Appendix C.

Problems : Only students in grades 3 through 5 were tested.

Evaluation Results

Criterion : Seventy percent of grades 1-5 pupils will achieve a mean score of at least eighty percent on teacher-made culture tests.

Results : Ninety-four percent of grades 3-5 pupils achieved a mean score of at least eighty percent on teacher-made culture tests.

This objective was achieved.

Data : Table 7 displays the results of the six tests which were administered.

TABLE 7

Number and Percent of Project Students in Grades 3 - 5 Having a Mean Score on Six Culture Tests Above and Below the Criterion

Grade	Number Enrolled	Range of Scores			
		Above 80%		Below 80%	
		n	%	n	%
3	35	34	97	1	3
4	33	33	100	0	0
5	29	24	83	5	17
Total	97	91	94	6	6

Conclusions: Mean scores for project students in grades 3 through 5 indicate mastery of the material tested on these tests. Teachers in grades 1 and 2 did not use the materials provided. They should be encouraged to use these materials in the future.

OBJECTIVE 6: Eighty percent of the project participants in kindergarten will achieve reading readiness based on a first grade entry level performance.

Evaluation Design

Type : Posttest only

Date : May, 1979

Technique : All kindergarten project participants having posttest scores were included in the analysis. Raw scores on the Metropolitan Readiness Test were converted to stanines. Students with scores at or above the fourth stanine were considered to have achieved reading readiness. The number of these students was tabulated and percent calculated.

Instrument : Metropolitan Readiness Test

Problems : A large number of students was not tested.

Evaluation Results

Criterion : Eighty percent of the project participants in kindergarten will achieve a score on the Metropolitan Readiness Test at or above the fourth stanine.

Results : Seventy-seven percent of the project participants in kindergarten achieved a score on the Metropolitan Readiness Test at or above the fourth stanine.

This objective was not achieved.

Data : Table 8 gives the distribution of scores achieved at each stanine on the Metropolitan Readiness Test. Observation of the percent of participants column reveals that twenty of the twenty-six students tested (or 77%) scored above the criterion.

TABLE 8

Distribution of Scores by Stanine on the
Metropolitan Readiness Test for Project
Participants in Kindergarten

Stanine	Participants	
	Number	Percent
9	0	0
8	0	0
7	1	4
6	6	23
5	3	12
4	10	38
		Criterion Level
3	4	15
2	2	8
1	0	0

Conclusions: Although the criterion for this objective was not met, the results are much improved over last year where only 35% of the students met the objective. This shows progress.

OBJECTIVE 7: The number of grades 1-5 students having low self-concept will be reduced.

Evaluation Design

Type : Pretest - Posttest (No Control Group)

Datea : Pretest - October, 1977
Posttest - May, 1978

Technique : Students scoring at or below the cut-off score indicating low self-concept were posttested. Those achieving scores above the cut-off score were considered to have improved their self-concept to a more positive level. The number of such students was calculated. Only students having pre-post matches were included in the analysis.

Instrument : Primary Self-Concept Inventory

Problems : Many students judged to have low self-concept on the pretest did not take the posttest.

Evaluation Results

Criterion : The number of grades 1-5 project participants judged to have low self-concept will be reduced.

Results : Eight of the sixteen students posttested scored in the low self-concept range. Therefore, the number of students having low self-concept was reduced.

This objective was achieved.

Data : Table 9 presents the results of pre- and posttesting on the Primary Self-Concept Inventory. It should be noted that the number tested on the posttest was substantially smaller than the number of students scoring in the low self-concept range on the pretest; only 16 of the 37 participants eligible for posttesting were actually tested. This represents only 43 percent. Of these 16 students, 8 moved out of the low self-concept range.

TABLE 9

Results of Primary Self-Concept Inventory Testing By Grade

Grade	Number of Pupils			
	Pretest		Posttest	
	Tested	Scoring In Low Self-Concept Range	Tested	Scoring In Low Self-Concept Range
1	28	6	4	0
2	26	10	1	1
3	28	10	5	3
4	26	5	3	1
5	25	6	3	3
Totals	133	37	16	8

Conclusions: Due to the loss of pre-post matches, it is difficult to accept the data at face value for this objective. The evaluator has had many opportunities to observe the participants in this project, and can only conclude that the project does seem to impact students' self-concept in a positive way. The instrument also has its faults. Many of the participants' explanations for choices seem to indicate that their interpretations of the situations depicted in the Inventory are not what was intended by the authors and, therefore, the choices made may not indicate a low self-concept at all.

OBJECTIVE 8: Seventy-five percent of the total school staff (administrators, teachers, and paraprofessionals) will acquire a knowledge of Latin American culture.

Evaluation Design

- Technique :** The number of hours of workshop participation for each Webster staff member was tabulated. Participation in at least one workshop was required per staff member. The percent of staff members participating in at least one workshop was computed.
- Instrument :** Each staff member maintained a list of workshops attended or activities participated in.
- Problems :** No problems were encountered.

Evaluation Results

- Criterion :** Seventy-five percent of the total school staff (administrators, teachers, and paraprofessionals) will participate in at least one workshop or related culture-heritage activities.
- Results :** Thirty-five of thirty-eight (or ninety-two percent) of the total school staff participated in at least one workshop activity.
- This objective was achieved.
- Data :** Table 10 gives the numbers and percents of staff members participating in workshops by the number of workshops attended.

TABLE 10

Number of Staff Members Participating in Workshops
By Number of Workshops Attended

Number of Workshops	Staff Members	
	Number	Percent
0	3	8
1	5	13
2	9	24
3	7	18
4	3	8
5	5	13
6	3	8
7	1	3
8	1	3
9	0	0
10	0	0
11	1	1

Conclusions: The results of this analysis indicate a high level of staff involvement in project related activities.

OBJECTIVE 9: At least twenty-six teachers and/or paraprofessionals serving limited English speaking students will be enrolled in college course work leading toward State endorsement as bilingual instructors for limited English speaking students.

Evaluation Design

Technique : Teachers and/or paraprofessionals completing college courses will indicate the number of credit hours earned.

The number of teachers and/or paraprofessionals completing college courses leading toward State endorsement as bilingual instructors for limited English speaking students will be tabulated.

Instrument : A list of teachers and/or paraprofessionals completing college courses and the number of credit hours completed was provided by the project director.

Problems : No problems were encountered.

Evaluation Results

Criterion : At least twenty-six teachers and/or paraprofessionals serving limited English speaking students will be enrolled in college courses leading toward State endorsement as bilingual instructors for limited English speaking students.

Results : Eight teachers and/or paraprofessionals completed college courses leading toward State endorsement as bilingual instructors for limited English speaking students.

This objective was not achieved.

Data : Table 11 indicates the number of staff members earning credits and the number of credits earned. Six Webster staff members and two staff persons from Logan are included. A total of 114 credit hours were earned.

TABLE 11

Numbers of Credits Earned by Staff Members
In the Project School Area

No. of Credit Hours Earned	No. of Staff Members	Total Credit Hours Earned
2	1	2
8	1	8
11	2	22
12	1	12
16	1	16
20	1	20
34	1	34
Totals	8	114

Conclusion: The criterion for this objective was very high. Only eight staff members were trained using Title VII funds. It should be noted, however, that a large number of Title VII staff members have completed state endorsement.

OBJECTIVE 10: At least twenty staff members from schools having a high concentration of limited English speaking pupils will participate in at least four inservice training sessions related to bilingual/bicultural education.

Evaluation Design

Technique : Distributions of workshop participants by school were tabulated from workshop sign-in sheets. Results of evaluation instruments were sent to the director following each workshop where they were used.

Instruments : Workshop sign-in sheets and Participants' Workshop Evaluation Forms were used. Both may be found in Appendix A.

Evaluation Results

Criterion : At least twenty staff members from schools having a high concentration of limited English speaking students will attend at least four inservice training sessions related to bilingual/bicultural education.

Results : At least twenty staff members from schools having a high concentration of limited English speaking students attended four inservice training sessions related to bilingual/bicultural education. Eleven attended a fifth, sixteen attended a sixth and eighteen attended a seventh.

This objective was achieved.

Data : Seven workshops were held. The dates of the workshops and the distribution of participants by school may be found in Table 12.

TABLE 12

Participants in Workshops for Staff of Schools
Having a High Concentration of Limited
English Speaking Students

Workshop Date	Number of Participants			Total
	Webster	Holy Redeemer	Other Schools	
October 28, 1978	20	0	2	22
November 18, 1978	20	0	4	24
January 26, 1979	16	0	5	21
February 10, 1979	16	0	2	18
February 24, 1979	16	0	0	16
March 17, 1979	20	0	3	23
May 5, 1979	11	0	0	11

Conclusions: The mean attendance rate for the seven workshops was 19.3. The results of the evaluation forms indicate that they were most beneficial to all participants.

OBJECTIVE 11: Project resource coordinators will prepare instructional materials for use at the project schools and for dissemination to other schools in the district.

Evaluation Design

Technique : A list of the unit titles prepared by the project resource coordinator will be compiled.

Instrument : Copies of the units prepared were submitted to the evaluator.

Problems : No problems were encountered.

Evaluation Results

Criterion : Project resource coordinators will prepare instructional materials.

Results : Ten units and/or activities were prepared by the project resource coordinators.

This objective was achieved.

Data : Units were prepared and disseminated on the following subjects:

1. Foods that Mexico Gave the World
2. The Mexican Revolution of 1910
3. Benito Juarez, President of Mexico
4. Puerto Rico (an annotated bibliography)
5. Puerto Rico
6. The Black Americans
7. Maria in Her China Poblana
8. Mexican Crafts
9. Peru's Golden Treasures
10. Cinco de Mayo (2 units)

In addition, demonstration lessons were given at Webster and Holy Redeemer and the coordinators worked on the Newsletter.

Conclusions: This objective's achievement represents a real effort on the part of staff to provide multi-cultural activities for students at both schools.

OBJECTIVE 12: At least eighty percent of the students receiving services from the project speech therapist will show significant progress in the alleviation of their respective identified speech impediment.

Evaluation Design

Technique : Data regarding the number of referrals made, children serviced, and progress made will be obtained from the Speech Therapist. The percent of children showing significant progress will be computed.

Instruments: Speech Therapist's log.

Problems : Due to a budget cut, the Speech Therapist was not hired. Project children were referred to the regular school Speech Therapist and results for this objective are based on these referrals.

Evaluation Results

Criterion : At least eighty percent of the students receiving services from the Speech Therapist will show significant progress in the alleviation of their respective identified speech impediment.

Results : Seventy-five percent of the project students referred to the Speech Therapist showed progress in the alleviation of their respective identified speech impediment.

Data : Nine project students were referred to the Speech Therapist. Of these, two left and three were enrolled too late in the school year to be considered. Three of the remaining four showed improvement.

This objective was not achieved.

Conclusions: Since only four subjects were used to determine the outcome of this objective, the fact that the criterion was missed by only 5% tends to result in a misleading conclusion. If project funds had been available to hire a Speech Therapist, better results might be expected.

OBJECTIVE 13: Project teachers will acquire and/or increase the knowledge and skills necessary to implement an individualized systems approach for reading and mathematics to accomodate the special needs of bilingual and limited English speaking students.

Evaluation Design

Technique : Sign-in sheets were used to determine attendance by project teachers at inservice training workshops.

Instruments: Workshop sign-in sheets

Problems : No problems were encountered.

Evaluation Results

Criterion : Project teachers new to the project will participate in a minimum of four inservice training activities. Project teachers previously involved in project activities will participate in a minimum of two inservice training activities.

Results : All six project teachers were previously involved in project activities. All participated in more than two inservice training sessions.

This objective was achieved.

Data : Six project staff members participated in the workshops. The number of teachers along with the number of workshops attended are displayed in Table 13.

TABLE 13

Numbers of Project Teachers Attending
Inservice Training Sessions

<u>Number of Sessions Attended</u>	<u>Number of Teachers Attending</u>
7	1
6	1
5	3
4	1
3	0
2	0
1	0
0	0

Conclusions: The procedures used by the project staff for training teachers in the use of the individualized systems approach for reading and mathematics to accomodate the special needs of bilingual and limited English speaking students were successful.

OBJECTIVE 14: At least seventy percent of the parents of participating children will acquire an understanding of how to use appropriate materials at home with their children.

Evaluation Design

Technique : Numbers of parents participating in activities will be tabulated.

An unduplicated count of parents participating in one or more of the four workshops given for parents will be made. This number will be divided by the number of participants based on the April, 1978 enrollment.

Instruments: Workshop sign-in sheets

Problems : The possibility of one parent having more than one participating child and/or the possibility of both parents of a single child attending workshops could produce confounded results.

Evaluation Results

Criterion : At least seventy percent of the parents of participating children will attend one or more workshops designed to impart an understanding of how to use appropriate materials at home with their children.

Results : Seven workshops were held. Total attendance for the four workshops was 149. This represented 75 parents or 43 percent of the parents of participating children in attendance.

This objective was not achieved.

Data : The seven workshops were held on December 6 and 7, 1978, January 20, 1979, February 17 and 21, 1979, March 3, 1979 and May 5, 1979. Table 14 gives the number of participants for each workshop. Results of workshop evaluation forms for these workshops are included in Appendix B.

Table 15 gives the distribution of participants by the number of workshops attended.

TABLE 14

Number of Participants At Parent Workshops

Date	Number
December 6, 1978	18
December 7, 1978	9
January 20, 1979	20
February 17, 1979	25
February 21, 1979	28
March 3, 1979	28
May 5, 1979	21
Total	149

TABLE 15

Number of Participants at Parent Workshops
By Number of Workshops Attended

<u>Number of Workshops</u>	<u>Number of Participants</u>
1	35
2	18
3	15
4	5
5	1
6	1
7	0
<u>Total</u>	<u>75</u>

Conclusions: Although the criterion of 70 percent of the parents of eligible students was not reached, the response to these workshops by parents was very good. Webster school is located in a community where distrust of schools is the norm among parents. Most of them had bad school experiences and are extremely reluctant to attend school functions.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A summary of the Performance Objective Evaluation is given in Table 16 below. Nine of the fourteen objectives were achieved. Those which were not achieved showed substantial progress toward achievement. Specifically, Objective 1 (reading) missed the criterion by only four percent as compared with twenty percent last year. Objective 6 (kindergarten reading readiness) likewise came very close to the criterion (within 3%) more than doubling last year's results. Objective 9 (college training) was substantially changed from last year in its requirement for the number of teachers and/or paraprofessionals to be trained (26 as compared with 3 last year). Eight persons received college training paid by the project, six of these persons work at the project school. Objective 12 (Speech Therapist) was not achieved for two important reasons. The first was the result of budget cuts which precluded the project from hiring a Speech Therapist as stated in the proposal. The second was that only four students could be evaluated making it necessary for all students to show improvement in order for the objective to be achieved.

Finally, Objective 14 (parent workshop participation) was not achieved based on the data available. These data may be misleading for the reasons stated earlier in this report. The forty-three percent turnout reported is certainly respectable, however.

There are, however, some instances in which these results are indicative of weaknesses in the program. Based on these results, the following recommendations are made.

1. The culture tests should be administered to pupils in all grades so that results will be representative of the project as a whole.
2. All participants should be tested in order to avoid loss of sample size due to missing data. This was especially a problem this year on the self-concept posttest.
3. The effort to involve parents in school activities should be continued. It has been very successful as compared with other schools of similar composition. An attempt should also be made to keep records on which parents attend workshops. A place for students' names on the sign-in sheet might be helpful.

TABLE 16
Objective Achievement Summary

	Achieved	Not Achieved
Objective 1		x
Objective 2	x	
Objective 3	x	
Objective 4	x	
Objective 5	x	
Objective 6		x
Objective 7	x	
Objective 8	x	
Objective 9		x
Objective 10	x	
Objective 11	x	
Objective 12		x
Objective 13	x	
Objective 14		x

In conclusion, it is the opinion of the evaluator that this project has been enormously successful in meeting the needs of limited English speaking children and their families and should be continued.

Appendix: A

Workshop Sign-In Sheets and
Results of Evaluations
For Staff Workshops

TABLE 17

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : "Understanding and Developing the Reading Process in Spanish of the Bilingual Child"

DATE : October 28, 1978

LOCATION : Detroit Plaza Hotel

CONSULTANT : Sr. Juanita Flores

TIME : 8:30 a.m.-1:30 p.m.

Name	School/Office-Reg.	Subject/Grade
Ruby W. Harvey	Webster	Library 1-5
Mord Essie Ingram	Webster	Reading 2-5
Amelia Sanchez	Bennett	Aide
Dalres Veve	Webster	Bilingual Aid
Kay Allingham	Webster	Bilingual 5
Irene Guerrero	Bennett	Math 1-5
Alexander Velasco	Webster	Staff Coordinator
Joanne Patterson	Webster	Bilingual 3-4
James E. Jackson	Webster	Teacher
Gloria P. Clingman	Webster	Primary II
Nina Drolus	Webster	Primary II
Clevfe Manzor	Webster	Primary II B.B.
Rita Dobry	Webster	Primary I
Gerald Kaniewski	Webster	Math 3-5
Juana J. Canales	Webster	
Cordilia H. Brown	Webster	B.B.E.-3
Mirta Irueta	Webster	
Martha Moten	Webster	
Doris Edwards	Webster	Preschool
Mary Lou Robinson	Webster	B.B.E.-5
Santos Luevanos	Webster	B.B.E.-1
Rosa Ortiz	Webster	Secretary

TABLE 18

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : "Development of Bilingual Materials and Activities for Mathematics"
 DATE : November 18, 1978
 LOCATION : Detroit Plaza Hotel
 CONSULTANT : Geraldine I. Nowak
 TIME : 8:30 a.m.-1:30 p.m.

Name	School/Office-Reg.	Subject/Grade
Micheline Bosas	Webster	Teacher Aide 4-5
Cristina M. Alvarez	Webster	Kindergarten
Jessie U. Crout	Webster	Kindergarten
Rosemary Gonzales	Webster	Paraprofessional-5th
Marion White	Webster	Primary (I.S.S.A.)
Edwrena Williams	Webster	Primary & Third (S.S.A.)
Gloria P. Clingman	Webster	Primary Unit
Juana J. Canales	Webster	
Gerald Kaniewski	Webster	Math-Science
Rosa Orteiz	Webster	Secretary
Marian P. Nowak	Webster	Teacher (Homeroom-5)
Elvira Popkey	McGraw	B.B.E.
Eloise Terrell	McGraw	Teacher (Homeroom-3)
Darlene M. Brown	McGraw	Teacher (Homeroom 4-5)
Martha L. Moten	Webster	Assistant Principal
Nina Drolius	Webster	Primary II
Clevfe Manzor	Webster	Primary II
Mord Essie Ingram	Webster	Reading
Doris R. Edwards	Webster	Preschool
Ruby W. Harvey	Webster	Library
Mary Lou Robinson	Webster	B.B.E.-5
Silvestre L. Acosta	Webster	A & C
Cordelia Brown	Webster	B.B.E.-3
Geraldine I. Nowak		Consultant

TABLE 19

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : Equipment and Materials Demonstration

DATE : January 26, 1979

LOCATION :

CONSULTANT :

TIME :

Name	School/Office-Reg.	Subject/Grade
Rita Juardo	Webster	Teacher
Percy Villaverde	Language Ed.	Teacher
Cristina M. Alvarez	Webster	Paraprofessional
Dolores Veve	Webster	Paraprofessional
Rosemary Gonzales	Webster	Paraprofessional
Julieta Molina	Webster	Paraprofessional
Elissa Rios	Webster	Paraprofessional
Mirta Irueta	Webster	Bilingual Coordinator
Julia Ortiz	Webster	Paraprofessional
Kathy Kobran	Preston	Bilingual Teacher
Alixander Velasco	Webster	Staff Coordinator
Joanne Patterson	Webster	Bilingual Teacher
Juana J. Canales	Webster	Director
Cordelia Brown	Webster	Teacher B.B.E.
Martha Moten	Webster	Assistant Principal
Antonia Gonzalez	Preston	Paraprofessional
Elizabeth Fella	Preston	Paraprofessional
Rita Dobry	Webster	Teacher Primary I
Nedra Ptak	Houghton	Teacher
Clevfe Manzor	Webster	B.B.E. Teacher
Santos Luevanos	Webster	B.B.E. Teacher

TABLE 20

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : "Teaching of Reading Readiness, Reading Methods and Techinques
in the Bilingual Classroom"

DATE : February 10, 1979

LOCATION : Detroit Plaza Hotel

CONSULTANT : Mr. Fernando Lozano

TIME : 8:30 a.m.-1:30 p.m.

Name	School/Office-Reg.	Subject/Grade
Alexander Velasco	Webster	Staff Coordinator
Gloria P. Clingman	Webster	Primary
Micheline Bosas	Webster	Aide 4-5
Julia Ortiz	Webster	Aide 3-4
Dolores Veve	Webster	Aide 3-4
Rosa Ortiz	Webster	Secretary
Martha Moten	Webster	Assistant Principal
Elvira Popkey	Webster	E.S.L. 3-6
Rita Dobry	Webster	Primary
Gerald Kaniewski	Webster	Math 3-5
Clevfe Manzor	Webster	Primary II
Santos Luevanos	Webster	Primary I
Maria Lopez	Ellis	Paraprofessional
Doris Edwards	Webster	Head Start
Mirta Irueta	Webster	
Cordelia H. Brown	Webster	B.B.E.-3
Silvestre L. Acosta	Webster	H/C Coordinator
Juana J. Canales	Webster	Title VII Administrator

TABLE 21

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : "Cultural Awareness Training as a Strategy to Enhance the Self-Image of the Bilingual Child"

DATE : February 24, 1979

LOCATION : Detroit Plaza Hotel

CONSULTANT : David E. Kibbey

TIME : 8:30 a.m.-1:30 p.m.

Name	School/Office-Reg.	Subject/Grade
Julia Ortiz	Webster	Aide 3-4
Martha Moten	Webster	Assistant Principal
Goldie Martinez	Webster	
Rosa Orteiz	Webster	Secretary
Joanne M. Patterson	Webster	4th
Elissa Rios	Webster	
Alexander Velasco	Webster	Staff Coordinator
Juana J. Canales	Webster	Title VII Administrator
Orl E. Kibby	Webster	Principal
Mirta Irueta	Webster	
Silvestre L. Acosta	Webster	A & C
Mord Essie Ingram	Webster	3-5
James E. Jackson	Webster	3-5
Cordelia Brown	Webster	B.B.E.-3
Doris Edwards	Webster	Preschool
Mary Lou Robinson	Webster	

TABLE 22

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : "Developing English Skills in the Bilingual Classroom
 DATE : March 17, 1979
 LOCATION : Detroit Plaza Hotel
 CONSULTANT : Alma Petrini
 TIME : 8:30 a.m.-1:30 p.m.

Name	School/Office-Reg.	Subject/Grade
Rosemary Gonzales	Webster	5th-Paraprofessional
Grace McCoy	Webster	Paraprofessional 3-5
Cristina M. Alvarez	Webster	Kindergarten
Dalres Veve	Webster	4th-Paraprofessional
Rosa Ortiz	Webster	Secretary
Gloria P. Clingman	Webster	Primary
Micheline Bosas	Webster	Paraprofessional 4-5
Martha Moten	Webster	Assistant Principal
Clevfe Manzor	Webster	Teacher-2nd
Ruby W. Harvey	Webster	Library 1-5
Elissa Rios	Webster	Paraprofessional 2-4
Joanne Patterson	Webster	Teacher-4th
Nina Drolis	Webster	Teacher-2nd
Elvira Popkey	McGraw	Teacher-E.S.L.
Juana Canales	Webster	
Rita Dobry	Webster	Teacher-1st
Gerald Kaniewski	Webster	Teacher 3-5
Mirta Irveta	Webster	
Ellen Snedeker	Maybury	Kindergarten
Santos Luevanos	Webster	B.B.
Percy Villaverde	Language Ed.	Teacher Coordinator
Doris R. Edwards	Webster	Head Start
Cordelia Brown	Webster	B.B.E.-3

TABLE 23

TITLE VII INSERVICE WORKSHOP SIGN-IN SHEET

SUBJECT : "Developing Cultural Awareness Among Parents and Teachers"

DATE : May 5, 1979

LOCATION : Webster

CONSULTANT :

TIME : 10:30 a.m.-1:00 p.m.

Name	School/Office-Reg.	Subject/Grade
Cordelia H. Brown	Webster	Teacher
Yoland Musleb	Webster	Student Teacher
Julia Ortiz	Webster	Aide
Mary Lou Robinson	Webster	Teacher
Marian P. Nowak	Webster	Teacher
Dolres Veve	Webster	Aide
David Kibby	Webster	Principal
Rosa Ortiz	Webster	Secretary
Mirta Irveta	Webster	Director
Joanne Patterson	Webster	Teacher
Santos Luevanos	Webster	Primary I

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

Title: Understanding and Developing the Reading Process of the
Bilingual Child in Spanish

October 28, 1978

	SA	A	D	SD
1. The session objectives were clearly stated.	17(100%)	0	0	0
2. The amount of information provided was adequate.	11(69%)	5(31%)	0	0
3. The speakers had a thorough knowledge of subject matter.	17(100%)	0	0	0
4. The activities carried out were useful.	13(76%)	4(24%)	0	0
5. The information gained will help me in my position.	13(76%)	4(24%)	0	0
6. The workshop was well organized.	16(94%)	1(6%)	0	0
7. The content of this session was adequately treated in depth.	14(82%)	3(18%)	0	0
8. I would attend another workshop that was conducted this way.	15(88%)	2(12%)	0	0
9. The speaker(s) expressed ideas clearly.	14(82%)	3(18%)	0	0
10. I felt actively involved in this session.	9(53%)	8(47%)	0	0
11. I have gained new and helpful information from this session.	13(76%)	4(24%)	0	0
12. I will be able to share this information with my staff members.	8(50%)	7(44%)	1(6%)	0
13. Ideas and concepts were presented at an adequate pace.	14(82%)	3(18%)	0	0
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant.	13(76%)	4(24%)	0	0
15. I will be able to use the information gained from this workshop in my school.	13(76%)	4(24%)	0	0
16. The objectives of the session were reached.	13(76%)	4(24%)	0	0

<u>Position</u>	<u>Webster</u>	<u>Bennett</u>
Administrator	1	
Teacher	11	1
Teacher Aide	1	1
Unknown	2	

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Title VII
Bilingual Project
Webster School

11/18/78

Development of Bilingual Materials and Activities for Mathematics

	SA	A	D	SD	NR
1. The session objectives were clearly stated.	17(81%)	3(14%)	0	0	1(5%)
2. The amount of information provided was adequate.	17(81%)	4(19%)	0	0	0
3. The speakers had a thorough knowledge of subject matter.	17(81%)	4(19%)	0	0	0
4. The activities carried out were useful.	19(90%)	2(10%)	0	0	0
5. The information gained will help me in my position.	17(81%)	3(14%)	0	0	1(5%)
6. The workshop was well organized.	16(76%)	4(19%)	0	0	1(5%)
7. The content of this session was adequately treated in depth.	16(76%)	4(19%)	0	0	1(5%)
8. I would attend another workshop that was conducted this way.	17(81%)	4(19%)	0	0	0
9. The speaker(s) expressed ideas clearly.	17(81%)	4(19%)	0	0	0
10. I felt actively involved in this session	18(86%)	2(10%)	0	0	1(5%)
11. I have gained new and helpful information from this session.	16(76%)	5(24%)	0	0	0
12. I will be able to share this information with my staff members.	14(67%)	6(29%)	0	0	1(5%)
13. Ideas and concepts were presented at an adequate pace.	16(76%)	5(24%)	0	0	0
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant.	14(67%)	7(33%)	0	0	0
15. I will be able to use the information gained from this workshop in my school.	16(76%)	5(24%)	0	0	0
16. The objectives of the session were reached.	16(76%)	5(24%)	0	0	0

BBE 1
H & C Coord. 1
Adminstrator 1
SSA 5

Teachers 10
Para-Pro 1
Blanks 3

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

Title: Equipment and Materials Demonstration (One hour)

January 26, 1979

	SA	A	D	SD
1. The session objectives were clearly stated.	8(53%)	7(47%)	0	0
2. The amount of information provided was adequate.	8(53%)	7(47%)	0	0
3. The speakers had a thorough knowledge of subject matter.	11(73%)	4(27%)	0	0
4. The activities carried out were useful.	10(67%)	5(33%)	0	0
5. The information gained will help me in my position.	4(31%)	8(61%)	1(8%)	0
6. The workshop was well organized.	8(53%)	6(40%)	1(7%)	0
7. The content of this session was adequately treated in depth.	4(29%)	10(71%)	0	0
8. I would attend another workshop that was conducted this way.	4(29%)	9(64%)	1(7%)	0
9. The speaker(s) expressed ideas clearly.	8(57%)	6(43%)	0	0
10. I felt actively involved in this session.	4(29%)	10(71%)	0	0
11. I have gained new and helpful information from this session.	5(36%)	8(57%)	1(7%)	0
12. I will be able to share this information with my staff members.	3(25%)	8(67%)	1(8%)	0
13. Ideas and concepts were presented at an adequate pace.	6(43%)	8(57%)	0	0
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant.	5(36%)	9(64%)	0	0
15. I will be able to use the information gained from this workshop in my school.	4(29%)	10(71%)	0	0
16. The objectives of the session were reached.	4(29%)	10(71%)	0	0

<u>Position</u>	<u>Webster</u>	<u>Preston</u>	<u>Houghten</u>	<u>Melvindale High School</u>
Teacher	5	5	1	1
Paraprofessional	5	2		

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

Title: Teaching of Reading Readiness,
Reading Methods, and Techniques
in the Bilingual Classroom

February 10, 1979

	SA	%	A	%	D	%	SD	%
1. The session objectives were clearly stated.	9	75	2	17	0	0	0	0
2. The amount of information provided was adequate.	7	58	4	33	0	0	0	0
3. The speakers had a thorough knowledge of subject matter.	10	83	1	8	0	0	0	0
4. The activities carried out were useful.	9	75	2	17	0	0	0	0
5. The information gained will help me in my position.	5	42	5	42	1	8	0	0
6. The workshop was well organized.	10	83	1	8	0	0	0	0
7. The content of this session was adequately treated in depth.	8	67	3	25	0	0	0	0
8. I would attend another workshop that was conducted this way.	8	67	3	25	0	0	0	0
9. The speakers (s) expressed ideas clearly.	9	75	1	8	0	0	0	0
10. I felt actively involved in this session.	9	75	2	25	0	0	0	0
11. I have gained new and helpful information from this session	6	50	4	33	0	0	0	0
12. I will be able to share this information with my staff members.	8	67	2	17	1	8	0	0
13. Ideas and concepts were presented at an adequate pace.	9	75	2	17	0	0	0	0
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant..	9	75	2	17	0	0	0	0
15. I will be able to use the information gained from this workshop in my school.	8	67	3	25	0	0	0	0
16. The objectives of the session were reached.	9	75	2	17	0	0	0	0

Postition: Teacher 5 Admin. 2 Sec. 1

Coord. 1 Aide 3

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

Title: Cultural Awareness Training As A
Strategy to Enhance the Self-Image of
the Bilingual Child

February 24, 1979

	SA	%	A	%	D	%	SD	%
1. The session objectives were clearly stated.	3	27	8	72	0	0	0	0
2. The amount of information provided was adequate.	3	27	7	63	0	0	0	0
3. The speakers had a thorough knowledge of subject matter.	5	45	6	54	0	0	0	0
4. The activities carried out were useful.	1	9	7	63	2	18	0	0
5. The information gained will help me in my position.	1	9	8	72	1	9	0	0
6. The workshop was well orgained.	4	36	7	63	0	0	0	0
7. The content of this session was adequately treated in depth.	3	27	8	72	0	0	0	0
8. I would attend another workshop that was conducted this way.	2	18	9	81	0	0	0	0
9. The speaker(s) expressed ideas clearly.	5	45	6	54	0	0	0	0
10. I felt actively involved in this session.	4	36	6	54	0	0	0	0
11. I have gained new and helpful information from this session.	1	9	9	81	0	0	0	0
12. I will be able to share this information with my staff members.	1	9	9	81	0	0	0	0
13. Ideas and concepts were presented at an adequate pace.	3	27	8	72	0	0	0	0
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant.	2	18	8	72	0	0	0	0
15. I will be able to use the information gained from this workshop in my school.	1	9	9	81	0	0	0	0
16. The objectives of the session were reached.	3	27	7	63	0	0	0	0

Position: Teacher 4 Admin. 2 Sec. 1
Coord. 0 Aide 3 Parent 1

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TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

Title: Developing English Skills in the Bilingual Classroom

March 17, 1979

	SA	%	A	%	D	%	SD	%
1. The session objectives were clearly stated.	21	91	2	9	0	0	0	0
2. The amount of information provided was adequate.	21	91	2	9	0	0	0	0
3. The speakers had a thorough knowledge of subject matter.	22	96	1	4	0	0	0	0
4. The activities carried out were useful.	19	83	4	17	0	0	0	0
5. The information gained will help me in my position.	20	87	2	9	1	4	0	0
6. The workshop was well organized.	21	91	2	9	0	0	0	0
7. The content of this session was adequately treated in depth.	21	91	2	9	0	0	0	0
8. I would attend another workshop that was conducted this way.	21	91	2	9	0	0	0	0
9. The speaker(s) expressed ideas clearly.	22	96	1	4	0	0	0	0
10. I felt actively involved in this session.	21	91	2	9	0	0	0	0
11. I have gained new and helpful information from this session.	20	87	3	13	0	0	0	0
12. I will be able to share this information with my staff members.	18	78	5	22	0	0	0	0
13. Ideas and concepts were presented at an adequate pace.	21	91	2	9	0	0	0	0
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant.	22	91	1	9	0	0	0	0
15. I will be able to use the information gained from this workshop in my school.	20	87	2	9	1	4	0	0
16. The objectives of the session were reached.	21	91	2	9	0	0	0	0

Position: Teacher 15 Parapro 6 Sec. 1 Ass't Principal 1

Title: Developing Cultural Awareness among Parents and Teachers

May 5, 1979
Staff Responses

	<u>SA (%)</u>	<u>A (%)</u>	<u>D (%)</u>	<u>SD (%)</u>
1. The session objectives were clearly stated.	5 (62)	3 (38)	0 (0)	0 (0)
2. The amount of information provided was adequate.	1 (13)	7 (87)	0 (0)	0 (0)
3. The speakers had a thorough knowledge of subject matter.	4 (50)	4 (50)	0 (0)	0 (0)
4. The activites carried out were useful.	5 (62)	3 (38)	0 (0)	0 (0)
5. The information gained will help me in my position.	3 (38)	5 (62)	0 (0)	0 (0)
6. The workshop was well organized.	3 (38)	5 (62)	0 (0)	0 (0)
7. The content of this session was adequately treated in depth.	3 (38)	5 (62)	0 (0)	0 (0)
8. I would attend another workshop that was conducted this way.	2 (25)	6 (75)	0 (0)	0 (0)
9. The speaker(s) expressed ideas clearly.	2 (25)	6 (75)	0 (0)	0 (0)
10. I felt actively involved in this session.	2 (25)	6 (75)	0 (0)	0 (0)
11. I have gained new and helpful information from this session.	1 (13)	7 (87)	0 (0)	0 (0)
12. I will be able to share this information with my staff members.	2 (25)	6 (75)	0 (0)	0 (0)
13. Ideas and concepts were presented at an adequate pace.	2 (25)	6 (75)	0 (0)	0 (0)

Staff Responses (continued)

	<u>SA (%)</u>	<u>A (%)</u>	<u>D (%)</u>	<u>SD (%)</u>
14. The facilitator/consultant provided methods of teaching to suit the personal needs of the participant.	2 (25)	6 (75)	0 (0)	0 (0)
15. I will be able to use the information gained from this workshop in my school.	2 (25)	6 (75)	0 (0)	0 (0)
16. The objectives of the sessions were reached.	1 (13)	7 (87)	0 (0)	0 (0)

Distribution of Respondents

Parents	20	Paraprofessionals	2
Teachers	5	Secretary	1

Appendix: B

Results of Evaluation Forms
For Parent Workshops

Title VII
Bilingual Project
Webster School
Parents' Workshop

Title: Parents' Effectiveness Training

Dates: December 6 and 7, 1978

	Yes		No	
	No.	%	No.	%
1. There was sufficient time for the workshop activities.	29	100	0	0
2. This is a good day and time for a workshop	29	100	0	0
3. The activities were well structured and organized.	29	100	0	0
4. The workshop procedures were clear and appropriate.	29	100	0	0
5. Workshop discussions were centered on topics directly related to the workshop goals.	29	100	0	0
6. The skills and information presented at this workshop will be useful to me and/or my children.	29	100	0	0
7. The consultant presented the workshop activities skillfully.	29	100	0	0

Comments:

1. Should have more and more often.
2. I enjoyed the workshop very much.
3. I am very pleased because I learned how to help my daughters.
4. We were very happy and pleased to see the interest in showing us how to help our children.
5. We were very pleased with the workshop which was for the good of our children.
6. I want more Parent's Workshops because they are very instructive.

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL
PARENT'S WORKSHOP

TITLE: Parental Involvement in Bilingual Education

Date: January 20, 1979

	<u>Yes</u>		<u>No</u>	
	No.	%	No.	%
1. There was sufficient time for the workshop activities.	19	100	0	0
2. This is a good day and time for a workshop.	19	100	0	0
3. The activities were well structured and organized.	19	100	0	0
4. The workshop procedures were clear and appropriate.	19	100	0	0
5. Workshop discussions were centered on topics directly related to the workshop goals.	19	100	0	0
6. The skills and information presented at this workshop will be useful to me and/or my children.	19	100	0	0
7. The consultant presented the workshop activities skillfully.	19	100	0	0

COMMENTS:

- a) The films were important and good and interesting.
- b) I think that we should have programs like this more often. It is very interesting and instructive.
- c) The films were good and important.
- d) Everything was appropriate and very instructive.
- e) I hope we will have more workshops like this one.
- f) It was all right.
- g) I enjoyed the workshop very much.
- h) Very good and well presented by both persons.
- i) More workshop days.
- j) I would like to have more workshops.
- k) Enjoy movies and discussion.
- l) A good project was presented by both presenters.

Title VII
Bilingual Project
Webster School

Parent's Workshop

Title: Making Culture and Heritage More Relevant Between Home and School.

Date : February 17, 1979

	Yes		No	
	N	%	N	%
1. There was sufficient time for the workshop activities.	23	96	1	4
2. This is a good day and time for a workshop.	24	100	0	0
3. The activities were well structured and organized.	24	100	0	0
4. The workshop procedures were clear and appropriate.	24	100	0	0
5. Workshop discussions were centered on topics directly related to the workshop goals.	24	100	0	0
6. The skills and information presented at this workshop will be useful to me and/or my children.	24	100	0	0
7. The consultant presented the workshop activities skillfully.	24	100	0	0

Comments:

1. Everything that was said at the workshop was very important.
2. It was nice and very important.
3. All of the program is very important. It is also very important to know how to help our children.
4. It was a very good workshop.
5. I wish that the movie had been in Spanish.

Comments: Cont'd.

6. The entire program is very beneficial for my children. I enjoyed it very much.
7. I have no comment. Everything was fine.
8. The workshop was very good and very important because it was about our children's education.
9. A good discussion and a good film.
10. A good discussion of the film which was presented.
11. I wish more workshops such as this one centered on these topics were available to the public.
12. I think that if there are more of these seminars it will alert the public and parents to help our children.
13. Very good. The film was good and well discussed.
14. "I enjoyed and acquired a great deal of aid in the help and advice of educating my children."
15. "I think it was very educative for me and my children."

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL
PARENTS' WORKSHOP

TITLE: Parental Involvement in Bilingual Education: How to Conduct a Meeting.

Date: February 21, 1979

	Yes		No	
	N	%	N	%
1. There was sufficient time for the workshop activities.	24	100	0	0
2. This is a good day and time for a workshop.	23	96	1	4
3. The activities were well structured and organized.	23*	96	0	0
4. The workshop procedures were clear and appropriate.	24	100	0	0
5. Workshop discussions were centered on topics directly related to the workshop goals.	24	100	0	0
6. The skills and information presented at this workshop will be useful to me and/or my children.	24	100	0	0
7. The consultant presented the workshop activities skillfully.	24	100	0	0

*One respondent failed to answer.

Comments:

1. It was very nice. All of us liked it very much.
2. I enjoyed this workshop. It helped me to appreciate the arts of Mexico.
3. It was very nice. I enjoyed it.
4. It was very interesting and it helped me very much.
5. I agree with the explanations given by the persons directing the workshop.

6. In my opinion the workshop was very well explained.
7. The workshop was very interesting. I hope all the ones which are given will be the same.
8. Mrs. Aguilar was very nice. Everything was useful for a new representative.
9. The film was very interesting and everything was very nice.
10. Everything was nice and important.
11. Everything was nice.
12. The films were important and of great interest.
13. Very good and well presented. We learned how to handle and conduct a meeting.
14. I liked it very much. It was very well presented.
15. I liked it very much and I hope that there will be more Parents" Workshops.
16. The talk was very good for all of us and I hope they continue so that we can learn more.
17. The talk was devine.

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

PARENTS' WORKSHOP

TITLE: Developing Effective Communications Between Home and School

DATE : March 3, 1979

	Yes		No	
	N	%	N	%
1. There was sufficient time for the workshop activities.	22	85	3*	12
2. This is a good day and time for a workshop.	26	100	0	0
3. The activities were well structured and organized.	26	100	0	0
4. The workshop procedures were clear and appropriate.	26	100	0	0
5. Workshop discussions were centered on topics directly related to the workshop goals.	26	100	0	0
6. The skills and information presented at this workshop will be useful to me and/or my children.	26	100	0	0
7. The consultant presented the workshop activities skillfully.	26	100	0	0

*One participant failed to respond.

Comments:

1. I think it was very good.
2. I wish more parents would have been here. Interesting from start to end.
3. Everything was important; I hope that it helps our children.
4. The talk was based on what we wanted to learn; how to explain things to our children.
5. This talk was very good. I hope we continue to move ahead in this direction.

6. We are doing everything that was discussed.
7. We are in agreement with everything that was said about the children.
8. It was very interesting and very good.
9. It was very good and very interesting.
10. Good and very well discussed.
11. The workshop was very well conducted. Everything was well explained for the students. Dr. Kibbey explained things very well.
12. I have enjoyed this workshop better than all I have attended!
13. The same rules which apply here should be in force in the entire school.
14. It was very good. Let's have another one.
15. I think it was very good but I also feel that there should have been some representation of students. Perhaps they would be able to have some impact.

TITLE VII
BILINGUAL PROJECT
WEBSTER SCHOOL

COMBINED WORKSHOP
FOR
PARENTS AND STAFF

TITLE: Developing Cultural Awareness Among Parents and Teachers

DATE: May 5, 1979

Parent Responses

	Yes		No	
	N	%	N	%
1. There was sufficient time for the workshop.	16	80	4	20
2. This is a good day and time for a workshop.	20	100	0	0
3. The activities were well structured and organized.	20	100	0	0
4. The workshop procedures were clear and appropriate.	20	100	0	0
5. Workshop discussions were centered on topics directly related to the workshop goals.	20	100	0	0
6. The skills and information presented at this workshop will be useful to me and/or my children.	20	100	0	0
7. The consultant presented the workshop activities skillfully.	20	100	0	0

Appendix: C

Culture Test Instruments

WEBSTER BILINGUAL PROGRAM
HERITAGE AND CULTURE
TEST ONE

PUERTO RICO

Choose from the words below to fill in the blanks.

- | | | |
|------------------------|-----------------|-------------------------|
| 1. Atlantic Ocean | 5. Columbus | 9. pineapples |
| 2. Caribbean Sea | 6. colmado | 10. 400 years |
| 3. San Juan | 7. Pablo Casals | 11. 35 miles, 100 miles |
| 4. Spanish and English | 8. an island | |

1. The body of water north of Puerto Rico is _____.
2. The body of water south of Puerto Rico is _____.
3. _____ discovered Puerto Rico.
4. _____ is surrounded by water on all sides.
5. The Spanish ruled Puerto Rico for _____.
6. The island is _____ wide and _____ long.
7. A famous cello player from Puerto Rico was _____.
8. A store that sells everything is called a _____.
9. _____ is the capital of Puerto Rico.
10. Sugar and _____ are exported to the United States.

WEBSTER BILINGUAL PROGRAM

HERITAGE AND CULTURE

TEST TWO

STUDY GUIDE

Choose from the words below and fill in the blanks.

- | | | |
|----------------|--------------------|------------------|
| 1. nature gods | 4. arts and crafts | 7. priests |
| 2. Moctezuma | 5. pyramids | 8. human hearts |
| 3. war | 6. corn | 9. gods |
| | | 10. Tenochtitlan |

AZTECS

1. The _____ made the laws for the people.
2. The Aztecs believed the _____ controlled the weather.
3. What kind of gods did they believe in? _____.
4. They sacrificed _____ to the gods.
5. The _____ had their temples on top.
6. _____ was their main food.
7. _____ was the name of the city
8. The Aztecs were always at _____.
9. _____ was their leader.
10. The Aztecs made beautiful _____ and _____.

WEBSTER BILINGUAL PROGRAM
HERITAGE AND CULTURE
TEST THREE

THE AZTECS OF MEXICO

1. The name of the Aztec capital on the site of what is now Mexico City was:

2. Who was the emperor of the Aztecs when the Spanish invaders arrived in what is now Mexican territory?
3. Who was Hernan Cortez?
4. In what year did the Spanish arrive on the Coast of the Aztec empire?
5. Did the Aztecs try to defend their empire?
6. What happened in what is now called "La Noche Triste"? (The sad night)
7. Who was Malinche?
8. What did the Spaniards call Malinche?
9. How did Malinche help the Spaniards?
10. Why do you think that today Malinche is a word for "traitor" in Mexico?

WEBSTER BILINGUAL PROGRAM
HERITAGE AND CULTURE
TEST FOUR

THE MEXICAN REVOLUTION OF NOVEMBER 20, 1910

Choose and circle the correct answer.

1. The people were very unhappy because
 - a) The land did not belong to them
 - b) the rich men were kind
2. The president of Mexico at that time was:
 - a) Benito Juarez
 - b) Porfirio Diaz
 - c) Emiliano Zapata
3. Don Francisco I. Madero was not afraid of Diaz. He wanted
 - a) Free and democratic elections
 - b) free land
 - c) to be president
4. Pancho Villa was a good revolutionary general because he:
 - a) fought the rich men
 - b) helped the poor people
 - c) he took cattle from the rich to give to the hungry people
5. Porfiro Diaz was defeated and he boarded a ship and went to:
 - a) the United States
 - b). Puerto Rico
 - c) France
6. The anniversary of the Mexican Revolution is celebrated as a national holiday on:
 - a) November 20
 - b) September 16
 - c) May 5th

WEBSTER BILINGUAL PROGRAM
HERITAGE AND CULTURE
TEST FIVE

CUBA

1. Name four islands.
2. Is Cuba an island? Why?
3. Write the names of Cuba's provinces.
4. What are the main products of Cuba?
5. How is the climate in Cuba?

WEBSTER BILINGUAL PROGRAM
HERITAGE AND CULTURE
TEST SIX

1. What mountains range are found in Mexico?
2. Name two Mexican volcanoes.
3. Name Mexico's most important river.
4. How is the climate in Mexico?
5. Name the most important product of Mexico.

Appendix: D

Results of Spanish Language
Achievement Testing in Reading and Mathematics

In accordance with Title VII guidelines, project students were tested in Spanish as well as English. The instrument used was the Comprehensive Tests of Basic Skills, Spanish version (CTBS/Espanol) published by CTB/McGraw Hill in 1978. Students were pretested in December, 1978 and posttested in May, 1979. The levels and subtests administered to each grade are listed in Table 24 below.

TABLE 24

Levels and Subtests of CTBS/Espanol
Administered to Project Students
By Grade

Grade	Level	Subtests
1	B	Reading Comprehension Math Computation Math Concepts & Applications
2	C	Reading Comprehension Math Computation Math Concepts and Applications
3 & 4	1	Reading Comprehension Math Computation Math Concepts and Applications
5	2	Reading Comprehension Math Computation Math Concepts and Applications

Results of these tests are presented in Tables 25 through 28. Raw score means and grade equivalent score means are presented. Interpretation of the latter in terms of the projects objectives of one month gain for each month of program participation indicates positive results in grade 5 reading and grade 1 and 2 mathematics. It should be noted that no grade equivalent scores are provided by the publisher for the reading comprehension subtest in grades 1 and 2.

TABLE 25

Pre- and Posttest Means and Standard Deviations and Mean Gains by Grade in Raw Score Units on CTBS/Espanol Reading Comprehension Subtest

Grade	N	Pretest		Posttest		Mean Gain
		$\bar{x}$	SD	$\bar{x}$	SD	
1	12	8.0	2.7	21.5	2.0	13.5
2	12	5.9	4.7	8.6	4.8	2.7
3	12	10.3	2.7	11.5	5.4	1.2
4	14	12.7	6.8	10.6	4.3	-2.1
5	16	11.2	4.1	14.6	4.7	3.4

TABLE 26

Pre- and Posttest Means and Mean Gains by Grade* in Grade Equivalent Units on CTBS/Espanol Subtest

Grade	N	Pretest Mean	Posttest Mean	Means Gain
1*	12			
2*	12			
3	12	2.4	2.5	0.1
4	14	3.1	2.7	-0.4
5	16	2.9	4.1	1.2

*GEU scores are not available for this subtest in grades 1 & 2.

TABLE 27

Pre- and Posttest Means and Standard
Deviations and Mean Gains by Grade
in Raw Score Units on CTBS/Espanol
Total Mathematics Subtest

Grade	N	Pretest		Posttest		Mean Gain
		$\bar{x}$	SD	$\bar{x}$	SD	
1	12	25.0	4.9	46.3	6.0	21.3
2	12	19.2	4.7	31.5	5.6	12.3
3	8	35.4	7.3	45.5	16.2	10.1
4	13	55.5	12.6	20.4	4.0	-35.1
5	15	43.9	11.4	47.1	12.1	3.2

TABLE 28

Pre- and Posttest Means and Mean
Gains by Grade in Grade Equivalent
Units on CTBS/Espanol Total Mathematics
Subtest

Grade	Pretest Mean	Posttest Mean	Mean Gain
1	1.4	2.3	0.9
2	1.7	2.2	0.5
3	2.6	3.0	0.4
4	3.4	1.5	-1.9
5	4.7	4.9	0.2